

2013 “At-a-Glance” Overview:

Michigan School Accountability Scorecards

What are the Michigan School Accountability Scorecards?

The Scorecards replace Michigan’s Adequate Yearly Progress (AYP) report cards that were required under No Child Left Behind Act of 2001 (NCLB). Michigan received a waiver from the U.S. Department of Education in 2012 that allowed for the development of a new reporting system for school performance. The new Michigan School Accountability Scorecards incorporate many of the same student achievement measures used for determining AYP as well as a few new measures.

What components make up the Michigan School Accountability Scorecards?

Up to five components make up a School or District Accountability Scorecard:

- Student participation on state assessments
- Student proficiency on state assessments
- Student graduation OR attendance rates
- Educator effectiveness label reporting and teacher/student data link reporting rates
- School Improvement Plan reporting and school diagnostic reporting

What students are included in the student measures on the Scorecard?

Participation rates: students enrolled at the school/district during the time of testing in an assessed grade

Proficiency rates: students enrolled at the building/district for a full academic year (FAY) and that have a valid test score

Graduation rates: students enrolled at a building for two consecutive count days or at a district for one count day

Attendance rates: all students enrolled at a building or district

Are students still grouped into subgroups?

Yes. Schools and districts must meet targets in the Scorecard components for the school/district as a whole and for the bottom 30% of student achievers as well as for any subgroup that has a minimum of 30 students:

- Race/ethnicity categories
- Limited English Proficient
- Students with Disabilities
- Economically Disadvantaged

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Michigan School Accountability Scorecards (continued)

What do these colors mean?

Scorecards use a color coding system in place of an AYP status. In order of highest color to lowest, they are: Green, Lime, Yellow, Orange, and Red. Colors are based on meeting targets in the different Scorecard components. Missing targets in some components will automatically lower the overall Scorecard color even if the school or district is meeting all other targets.

2012-13 Accountability Scorecard								
Scorecard | By Subject | Completion Rate | Other Factors | Historical Data								
Overall District Status: Orange 74/126 (58.7%) Points Possible								
ISD Scorecard								
Student Group	Mathematics	Reading	Social Studies	Science	Writing	% of Status Points	Completion Rate	Attendance Rate
All Students	2	2	2	2	2	10/10 (100%)	2	...
Bottom 30%	0	0	0	0	0	0/10 (0%)	...	...
American Indian	...	...	...	...	...	...	...	...
Asian	2	2	2	2	2	10/10 (100%)	2	...
African American	0	0	0	0	0	0/10 (0%)	2	...
Hispanic of Any Race	0	2	0	1	1	4/10 (40%)	2	...
White	2	2	2	2	2	10/10 (100%)	2	...
Two or More Races	2	2	2	2	2	10/10 (100%)	2	...
Native Hawaiian or Other Pacific Islander	...	...	...	...	...	...	...	...
Economically Disadvantaged	0	2	0	0	0	2/10 (20%)	0	...
English Language Learners	2	2	0	0	0	4/10 (40%)	...	...
Students With Disabilities	0	0	0	0	0	0/10 (0%)	2	...
Shared Educational Entity	...	...	...	...	...	...	...	...

A three color coding scheme is used for proficiency, attendance, and graduation. Green represents meeting a specific target, yellow represents meeting an improvement target, and red represents not meeting the target nor improvement target.

A two color coding scheme is used for educator evaluations, compliance factors, and participation. Green represents meeting the component requirements, and red represents not meeting the component requirements.